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# PBS TeacherLine Facilitator Course Review

*This information provides feedback on your facilitation from three perspectives: your self-evaluation, the PBS Associate Director of Online Facilitation, and aggregate survey results from learners in your course(s).*

**Facilitator Name:** Facilitator 2

**Section Number:** 1

**Course Term:** Winter 2010

**Number of Learners:** 14 (10 completed the learner survey)

*3 = Excellent 2 = Satisfactory 1 = Needs improvement*

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| **Course climate and community building** | | **Self** | **PBS** | **Learners** | | | |
| **Mean** | **3** | **2** | **1** |
| Providing, modeling and/or enforcing appropriate standards for learner behavior. | | 3 | 3 | 2.9 | 9 | 1 | 0 |
| Creating a safe and comfortable online learning environment. | | 3 | 2 | 3.0 | 10 | 0 | 0 |
| Utilizing effective techniques for communicating in a friendly way and remaining accessible to learners. | | 3 | 2 | 3.0 | 10 | 0 | 0 |
| PBS Comments: Your course setup is terrific! Please remember to greet each learner as they enter the virtual cafe and also remember to post all weekly emails sent. You have some emails posted, but I couldn't find emails for the current week. Thanks! | | | | | | |

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| **Instruction** | **Self** | **PBS** | **Learners** | | | |
| **Mean** | **3** | **2** | **1** |
| Strengthening learners’ understanding of course concepts through various interactions (e.g. discussion boards, assessment feedback). | 2 | 3 | 2.9 | 9 | 1 | 0 |
| Utilizing techniques for explaining concepts clearly and effectively. | 2 | 3 | 2.9 | 9 | 1 | 0 |
| PBS Comments: You have good landscape posts & detailed feedback. Great job! | | | | | | |

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| **Interaction and discussion facilitation** | **Self** | **PBS** | **Learners** | | | |
| **Mean** | **3** | **2** | **1** |
| Encouraging a range of viewpoints in discussions. | 3 | 3 | 3.0 | 10 | 0 | 0 |
| Encouraging learners’ continued interaction/engagement through the use of questions or comments. | 3 | 3 | 3.0 | 10 | 0 | 0 |
| Synthesizing learner posts and stimulating ongoing discussion on the discussion boards. | 3 | 3 | 2.9 | 9 | 1 | 1 |
| Demonstrating high-quality written communication skills throughout the course. | 2 | 3 | 2.9 | 9 | 1 | 1 |
| PBS Comments: You have well written communication with your learners. Great job! | | | | | | |

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| **Course organization** | **Self** | **PBS** | **Learners** | | | |
| **Mean** | **3** | **2** | **1** |
| Coordinating and assisting learners in understanding course requirements and procedures for working online. | 2 | 3 | 3.0 | 10 | 0 | 0 |
| Personalizing the course to accommodate a range of learning styles. | 3 | 3 | 2.7 | 7 | 3 | 0 |
| Responding to learner questions within 24 hours. | 2 | 3 | 2.9 | 9 | 1 | 0 |
| Remaining sensitive to any difficulties that learners have completing assignments or maintaining the course pace. | 3 | 3 | 2.9 | 9 | 1 | 0 |
| PBS Comments: Your course is very well organized with the most current forum on top. Great job! | | | | | | |

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| **Implementation of assessments** | **Self** | **PBS** | **Learners** | | | |
| **Mean** | **3** | **2** | **1** |
| Keeping learners informed of their progress during the course. | 2 | 3 | 3.0 | 10 | 0 | 0 |
| Providing detailed, thoughtful and constructive feedback about learners’ performance in the course. | 3 | 3 | \* | \* | \* | \* |
| Providing detailed and thoughtful feedback about learners’ performance in the course. | \* | \* | 3.0 | 10 | 0 | 0 |
| Providing constructive feedback about learners’ performance in the course. | \* | \* | 2.8 | 9 | 0 | 1 |
| PBS Comments: Your assessments are posted promptly and give detailed feedback in accordance with course rubrics. Great job! | | | | | | |

*\*Question was combined on self and PBS surveys and split between two questions on learner survey*

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| **Other** | **Self** | **PBS** | **Learners** | | | |
| **Mean** | **3** | **2** | **1** |
| Conducting the course in accordance with facilitator checklist and contract deliverables. | 3 | 3 | \* | \* | \* | \* |
| PBS Comments: Love the audacity welcome message! Thank you for all of your hard work! | | | | | | |

*\* This question was not asked of learners*

**Strengths that your learners associated with you:**

 XXXX seems to genuinely care about our success and brings a personal approach to an impersonal medium.

 very engaged in the class, the students, and the material being taught. Took time to demonstrate what she did in her classroom for each of the topics we discussed.

 Communication, graded papers in a timely manner

 Communication with students

 This facilitator had a vast knowledge of this subject. She was also an excellent communicator in regards to course expectations and requirements.

 Had lots of resources to share

 Prompt responses, facilitaing teachers from many different areas of the U.S.

 She was extremely encouraging. She explained anything that I didn't understand

 She has all strengths--she's good at communicating with us and offering tips for success, and she's good about providing punctual and effective feedback. I felt very comfortable in the course.

 Content knowledge. Very personable and great communicator.

**Suggestions from your learners for how this course could have been facilitated more effectively:**

Sometimes it was hard to generate 5 discussions, maybe 3 would be more appropriate

Some of the discussion prompts were redundant but the final project peer review was quite helpful

**How you used the information contained in your Fall 2009 course review:**

I think I improved on my ability to help students feel comfortable and to motivate them to complete work

**Your strengths as a TeacherLine facilitator the data in your Fall 2009 course review suggest:**

Positive outlook.

Approachable.

Quick to answer questions

**Areas for improvement the data in your Fall 2009 course review suggest:**

I need to be better at anticipating problem areas in rubrics due to omissions, i.e., rubrics look like they address assignments well, but there are times that once assignments come in, gaps apprea

**What you found most striking about the data in your Fall 2009 course review:**

Motivational quality of comments

**Your goals that address weaknesses suggested by the data in your Fall 2009 course review:**

Need to anticipate learner problems with either content or rubrics

**How you will carry out these goals:**

I will focus on rubrics and assignments during initial course review and as I preview assignments for coming sessions

# Fall 2009-Winter 2010 Course Review Comparison

*The following tables compare feedback on the facilitation of your Fall 2009 course(s) to the feedback presented above for your Winter 2010 course(s). The data represents an aggregate of responses from all courses facilitated in each term and is intended to compare feedback on your facilitation in general, rather than on a particular course you may have facilitated more than once. The n indicates the number of responses from each data source.*

**Fall 2009 Course(s):** Course A

**Winter 2010 Course(s):** Course 1

*3 = Excellent 2 = Satisfactory 1 = Needs improvement*

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| --- | --- | --- | --- | --- | --- | --- |
| **Course climate and community building** | **Fall 2009** | | | **Winter 2010** | | |
| **Self**  **(n=1)** | **PBS**  **(n=1)** | **Learners**  **(n=11)** | **Self**  **(n=1)** | **PBS**  **(n=1)** | **Learners**  **(n=10)** |
| Providing, modeling and/or enforcing appropriate standards for learner behavior. | 3 | 3 | 2.9 | 3 | 3 | 2.9 |
| Creating a safe and comfortable online learning environment. | 3 | 3 | 3.0 | 3 | 2 | 3.0 |
| Utilizing effective techniques for communicating in a friendly way and remaining accessible to learners. | 3 | 2 | 3.0 | 3 | 2 | 3.0 |
| **Instruction** | **Fall 2009** | | | **Winter 2010** | | |
| **Self**  **(n=1)** | **PBS**  **(n=1)** | **Learners**  **(n=11)** | **Self**  **(n=1)** | **PBS**  **(n=1)** | **Learners**  **(n=10)** |
| Strengthening learners’ understanding of course concepts through various interactions (e.g. discussion boards, assessment feedback). | 2 | 3 | 2.9 | 2 | 3 | 2.9 |
| Utilizing techniques for explaining concepts clearly and effectively. | 2 | 3 | 2.6 | 2 | 3 | 2.9 |

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| **Interaction and Discussion Facilitation** | **Fall 2009** | | | **Winter 2010** | | |
| **Self**  **(n=1)** | **PBS**  **(n=1)** | **Learners**  **(n=11)** | **Self**  **(n=1)** | **PBS**  **(n=1)** | **Learners**  **(n=10)** |
| Encouraging a range of viewpoints in discussions. | 3 | 3 | 3.0 | 3 | 3 | 3.0 |
| Encouraging learners’ continued interaction/engagement through the use of questions or comments. | 3 | 3 | 3.0 | 3 | 3 | 3.0 |
| Synthesizing learner posts and stimulating ongoing discussion on the discussion boards. | 3 | 3 | 3.0 | 3 | 3 | 2.9 |
| Demonstrating high-quality written communication skills throughout the course. | 3 | 3 | 3.0 | 2 | 3 | 2.9 |

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| **Course Organization** | **Fall 2009** | | | **Winter 2010** | | |
| **Self**  **(n=1)** | **PBS**  **(n=1)** | **Learners**  **(n=11)** | **Self**  **(n=1)** | **PBS**  **(n=1)** | **Learners**  **(n=10)** |
| Coordinating and assisting learners in understanding course requirements and procedures for working online. | 2 | 3 | 2.9 | 2 | 3 | 3.0 |
| Personalizing the course to accommodate a range of learning styles. | 2 | 3 | 2.7 | 3 | 3 | 2.7 |
| Responding to learner questions within 24 hours. | 3 | 3 | 3.0 | 2 | 3 | 2.9 |
| Remaining sensitive to any difficulties that learners have completing assignments or maintaining the course pace. | 3 | 3 | 3.0 | 3 | 3 | 2.9 |

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| **Implementation of Assessments** | **Fall 2009** | | | **Winter 2010** | | |
| **Self**  **(n=1)** | **PBS**  **(n=1)** | **Learners**  **(n=11)** | **Self**  **(n=1)** | **PBS**  **(n=1)** | **Learners**  **(n=10)** |
| Keeping learners informed of their progress during the course. | 3 | 3 | 3.0 | 2 | 3 | 3.0 |
| Providing detailed, thoughtful and constructive feedback about learners’ performance in the course. | 2 | 3 | \* | 3 | 3 | \* |
| Providing detailed and thoughtful feedback about learners’ performance in the course. | \* | \* | 3.0 | \* | \* | 3.0 |
| Providing constructive feedback about learners’ performance in the course. | \* | \* | 3.0 | \* | \* | 2.8 |

*\*Question was combined on self and PBS surveys and split between two questions on learner survey*

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| --- | --- | --- | --- | --- | --- | --- |
| **Other** | **Fall 2009** | | | **Winter 2010** | | |
| **Self**  **(n=1)** | **PBS**  **(n=1)** | **Learners**  **(n=11)** | **Self**  **(n=1)** | **PBS**  **(n=1)** | **Learners**  **(n=10)** |
| Conducting the course in accordance with facilitator checklist and contract deliverables. | 3 | 3 | \* | 3 | 3 | \* |

*\* This question was not asked of learners*